



Federation of Spixworth Schools History Skills Progression			
	Reception	KS1	
<b>Curriculum</b>	<p>ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>• Significant historical events, people and places in their own locality.</li> </ul>	
<b>Coverage</b>	<b>A Reception Historian can:</b>	<b>A Year 1 Historian can:</b>	<b>A Year 2 Historian can:</b>
Chronology - Constructing and sequencing the past	<p>Use everyday language related to time. Order and sequence familiar events. Describe main story settings, events and principal characters. Talk about past and present events in their own lives and in the lives of family members.</p>	<p>Talk about some changes within living memory. Changes in personal life. Sequence objects identifying old and new. Can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'. Know the difference between the past and present. Understand that some things happened before they were born and some things happened a long time before they were born. i.e. Florence Nightingale, Dinosaurs</p>	<p>Start to be able to sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people</p> <p>Can understand securely and use a wider range of time terms (e.g. use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past' and 'previously'). Use and understand more complex time terms such as BC/AD.</p>
Events, Individuals and local history (Range and Depth of	Talk about past and present events in their own lives and in the lives of their family	Talk about significant events beyond living memory i.e Great Fire Of London. Start to talk about how things were different in years gone by.	<p>Develop an understanding of different events from history. Start to talk about how life was different in these periods Compare and contrast ways of life at different times.</p>

historical knowledge)  Change and development		Identify similarities and differences between ways of life in different periods. Study changes within living memory. Know about the lives of significant individuals. Be aware of significant historical events, people and places in their own locality	Start to understand the effects of lives of significant individuals. Talk about significant historical events, people and places in their own locality Identify independently a range of similarities, differences and changes within a specific time period (e.g. recognise differences in aeroplanes from different decades)
Historical Sources as evidence  (Interpretations of History)	Understand some of the ways in which they find out about the past and identify different ways in which it is represented. Be curious about people and show interest in stories. Answer 'how' and 'why' questions ... in response to stories or events. Explain own knowledge and understanding, and ask appropriate questions. Know that information can be retrieved from books and computers. Record, using marks they can interpret and explain	Begin to understand how we learn about the past. Know that some objects belong to the past Use parts of stories to understand the features of a key event Recognise that a story may have happened a long time ago Record understanding at appropriate level - pictures, video recordings, simple written explanations	Begin to be able to talk about how we learn about the past Begin to identify objects from the past and the main differences between old and new objects Understand that things are represented in different ways (sources) e.g. pictures, models, artefacts With support extract information from several different types of source including written, visual and oral sources and artefacts to answer questions (e.g. extract some relevant information about the life of a local hero or heroine, such as from pictures, artefacts or a story).
Historical Enquiry	Ask questions about past events or the lives of people in their family	Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms.	Ask and answer relevant questions using a range of artefacts/photographs provided Ask questions to discuss as a class Ask and respond to questions about the world and ask about why things happen. With support decide how to find the answers to questions. Plan questions and produce answers to a few historical enquiries using historical terminology (e.g. plan and find information needed to write a paragraph about which explorer was most successful).
Key Vocabulary  (Organisation and Communication)	Use everyday language related to time	Before, after, old, new, past, present, then and now	Monarchy, war and peace, nation, artefacts, sources, compare, contrast

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<b>KS2</b>				
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>● changes in Britain from the Stone Age to the Iron Age</li> <li>● the Roman Empire and its impact on Britain</li> <li>● Britain's settlement by Anglo-Saxons and Scots</li> <li>● the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>● a local history study</li> <li>● a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>● the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>● Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>● a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>			
<b>Coverage</b>	<b>A Year 3 Historian can:</b>	<b>A Year 4 Historian can:</b>	<b>A Year 5 Historian can:</b>	<b>A Year 6 Historian can:</b>
Chronology	Sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms (e.g. group a few events, structures and artefacts belonging to the Bronze and Iron Ages).	Sequence a number of the most significant events, objects, themes, societies, periods and people using some dates, period labels and terms (e.g. sequence many of the main features of the Bronze and Iron Ages).	Sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms (e.g. place many of the important Greek developments, people and events on an annotated timeline).	Know and sequence events from current studies alongside events previously studied Understand the terminology BCE, BC, CE, AD  Independently explain the sequence of key events, objects, themes, societies and people in topics covered using dates, period labels and terms accurately (e.g. explain variations in Greek life in different places and over time using a range of dates and period labels).
Change and Development	Be able to talk about who was important Identify similarities and differences between ways of life at different times Describe some similarities, differences and changes occurring within LKS2 topics	Explain why certain changes and developments were of particular significance within topics and across time periods (e.g. explain why some changes within the Stone Age were of particular importance).	Identify historically significant people and events Make links between events, situations and changes within and across different periods and societies Know that information can be presented in a way that can persuade people	Can explain reasons why changes have occurred and this is backed up with evidence Show identified changes on a timeline Describe how some changes affect life today

	(e.g. describe some similarities and differences between the Stone Age periods).							
Cause and Effect	Describe some relevant causes for, and effects on some of the key events and developments covered.	Comment on the importance of causes and effects for some of the key events and development within topics.	Can place several valid causes and effects in an order of importance relating to events and developments (e.g. list several causes and place them in an order of importance as to why the Vikings came to Britain).	Can explain the role and significance of different causes and effects of a range of events and developments (e.g. explain how and why the Vikings were such successful travellers and how important this was in their success).				
Significance and Interpretations of History	Identify different ways in which the past is represented  Provide a reason why two accounts of the same event might be similar and different (e.g. recognise and provide a reason why different people might have different views about the Romans).	Comment on a range of possible reasons for differences in a number of accounts (e.g. explain how and why there were different viewpoints about Boudicca).	Understand that different versions of the past may exist and begin to explore reasons for this  Explain how and why it is possible to have different interpretations of the same event or person (e.g. explain how and why it is possible to have different interpretations about the Ancient Greek Olympic Games).	Know that some evidence is propaganda, misinformation or opinion and that this affects interpretations of history Suggest accurate/plausible reasons for how the past has been represented and interpreted in different ways				
Historical Enquiry	Ask and answer questions related to the topic e.g. How did...? What did...? Understand some ways we find out about the past – use printed sources, artefacts and visits to gather evidence	Understand the difference between primary and secondary sources of evidence  Ask questions such as ‘What was it like for... during...?’	Understand knowledge from the past is gained from historical sources Choose reliable sources of evidence to answer questions Realise there is often not a single answer to historical questions	Evaluate the usefulness and reliability of different sources of evidence considering factors such as purpose, audience, accuracy, reliability and how the source was compiled Form their own opinions about historical events using a range of sources				
Organisation and Communication	Use terms and dates accurately Present information orally, through pictures, writing, ICT and drama Produce work suitable for the intended audience Use subject specific vocabulary Communicate knowledge and understanding		Chose an appropriate way of presenting information Present information in a structured, organised way suitable for the intended audience Make accurate use of terms and dates Clearly communicate knowledge and understanding					
Key Vocabulary – all years	Evidence Artefact Continuity NB: For topic specific vocabulary refer to the key skills document	BC AD Change	BCE CE Significance	Millennium Century Cause and effect	Archaeology Archaeologist Development	Chronology Chronological Primary Sources	Source Legacy Secondary Sources	Decade Millennium

